DOCUMENT RESUME

ED 107 083 95 EC 072 872

AUTHOR	Ridgway, Robert W.; Dyck, Norma J.
TITLE	University of Kansas Special Education Instructional Materials Center. Final Technical Report.
INSTITUTION	Kansas Univ., Lawrence. Special Education Instructional Materials Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	BR-H-220690D
PUB DATE	Aug 74
GRANT	OEG-3-7-070690-3100(607)
NOTE	64p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Delivery Systems; Educational Technology; Exceptional Child Education; *Handicapped Children; Information Centers; *Information Dissemination; *Instructional Materials Centers; Instructional Media
IDENTIFIERS	Final Reports; *Kansas

ABSTRACT

The manual describes the services and procedures of the University of Kansas Special Education Instructional Materials Center (KUSEIMC). KUSEIMC has helped to develop and facilitate communication among 73 associate centers regarding the dissemination of materials for exceptional children. Discussed are the following procedures and activities: instructional materials development (real life math, clothing construction skills, and name writing program); media, materials, and educational technology training (including workshops and teacher training products); media and materials information system; materials delivery system; and the regional state program delivery for six states and the Bureau of Indian Affairs. Four appendixes provide such information as demographic data of filed service activities and a list of associate centers. (CL)

ED107083

Final Technical Report

Project No. H220690D
Grant No. OEG-3-7-070690-3100 (607)

Robert W. Ridgway
Norma J. Dyck
KUSEIMC
University of Kansas
Lawrence, Kansas 66045

University of Kansas Special Education
Instructional Materials Center

August 31, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Education for the Handicapped

EC 072 872

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Abstract

The University of Kansas SEIMC was established June 1, 1967 as a part of the larger SEIMC network. It served six states including Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and later the Bureau of Indian Affairs schools in North and South Dakota.

The KUSEIMC's primary responsibility was to serve as a communication center regarding instructional materials for exceptional children with a secondary goal of development of materials and stimulation of material development. A regional network to accomodate these goals was established with contact personnel in each state department and development of seventy-three associate centers in the various states. Information was dissminated through news letters, information packets, responses to requests, workshops, and other related activities.

Early procedures emphasized field service activities that facilitated the development of associate centers and exposed teachers to instructional materials. During this period the number of associate centers and the regional library grew rapidly. Workshops and field activities of the later years were structured to encourage more teacher involvement by using a multiplier effect.

Also in the later years of the project, emphasis was given to development of prototypic products while maintaining the associate center and library activities. Three child-use instructional packages and seven pre-service/ in-service training products were developed at the KUSEIMC.

The goals of the KUSEIMC seem to have been clearly met by the activities and projects of the center.

Project No. H220690D
Grant No. OEG-3-7-070690-3100 (607)

University of Kansas Special Education
Instructional Materials Center

Robert W. Ridgway
Norma J. Dyck

University of Kansas
Lawrence, Kansas 66045

August 31, 1974

This project reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education Position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Education for the Handicapped

TABLE OF CONTENTS

List of Figures ii

Introduction 1

Purpose of Project 1
Summary of Historical Development 2

Procedures and Activities 9

Area I: Instructional Materials Development 9
Real Life Math 13
Clothing Construction Skills - A Basic Guide 13
Name Writing Program. 14

Area II: Media, Materials, and Educational Technology Training. . . . 15
Workshops and Conferences 16
Teacher-Training Products 17
Other Related Projects. 22

Area III: Media and Materials Information System. 23

Area IV: Materials Delivery System 24

Area IV: Regional-State Program Delivery 25
Bureau of Indian Affairs 27
Iowa 27
Kansas 27
Missouri 28
Nebraska 29
North Dakota 29
South Dakota 29

Conclusions 30

Appendices 32
Appendix A: Demographic Data of Filed Service Activities 33
Number of Workshops by State 34
Number of Workshops for Orientation to KUSEIMC 35
Number of Inservice/Preservice Training Workshops 36
Number of People Served in Workshops 37
Appendix B: Description of DCA Model 38
Appendix C: Number of Materials Checked - Out 45
By Category and Year. 46
By State and Year 48
Appendix D: List of Associate Centers 49

LIST OF FIGURES

Figure 1, Development of Associate Centers 5

Figure 2, Estimated Percent Handicapped Children Receiving and not Receiving Special Educational Services in the KU-SEIMC Region 6

Figure 3, Estimated Percentages of Children in Each Handicapping Condition that Receive and Do Not Receive Special Educational Services in the KU-SEIMC Region 7

Figure 4, Product Development Procedures 8

University of Kansas Special Education
Instructional Materials Center

Final Technical Report

This final technical report is presented at the conclusion of the seventh year of the University of Kansas Special Education Instructional Materials Center (KUSEIMC) operation. An overview of the purpose and historical development is followed by a summary of the most significant procedures, activities, and conclusions of the project. Additional detailed information has been submitted to the IMC/RMC Network Office under separate cover.

Purpose of the Project

The major objective of the KUSEIMC was to provide supplementary support for programs, individuals, and state departments that were working with or preparing to work with exceptional children in a six-state region. The center collected, developed, and field-tested instructional materials and teaching techniques in its attempt to improve the quality of support that could be given to special education teachers.

Basically, this center was involved in three functional activities: (1) service activities; (2) materials development activities; and (3) stimulation of materials production activities. The service function included acquisition of instructional materials and dissemination of those materials to educators through library lending services, dissemination of information and training related to instructional materials and media, and stimulation and support services for associate centers and state departments. Materials development activities included evaluation of instructional materials and development of

new materials on a pilot basis. The third group of activities involved identifying outstanding examples of teacher-made materials, contacting programs and organizations with production capacity, and encouraging them to produce materials found to be effective during field-testing. Together these three activities served as means toward attaining the primary objective of providing improved education for exceptional children.

Summary of Historical Development

The unavailability of adequate instructional materials for use by the teacher in the special education classroom was cited by President Kennedy's Panel on Mental Retardation as being a "major barrier" to education of the handicapped. Legislation was subsequently passed in 1963 to provide funds for an innovative approach to the problem. Under Title III, Section 302, of PL 88-164, two Special Education Instructional Materials Centers (SEIMCs) were funded - one at the University of Wisconsin and one at the University of Southern California. The purpose of these centers was to provide materials and information to special education teachers.

Within two years of their establishment, the original two centers had demonstrated their effectiveness well enough to justify the expansion of the program by the U.S. Office of Education. Eight new SEIMCs and the CEC-ERIC Information Center for Handicapped Children were added in 1966, and four more SEIMCs were added in 1967. All fourteen SEIMCs were funded by the Bureau of Education for the Handicapped and shared the common goal of stimulating improved and innovative practices in the education of handicapped children through more appropriate use of materials and teaching techniques.

The University of Kansas SEIMC came into existence June 1, 1967, with Dr. Robert W. Ridgway serving as its director until its closing in August, 1974. It shared the same goals as the other SEIMCs but was also responsive to the region it was assigned to serve. Originally the KUSEIMC was housed in Hodder Hall on the University of Kansas campus, Lawrence, Kansas, but as programs were expanded additional space was needed and the KUSEIMC was forced to move. The director and materials library staff remained on the university campus in 213 Bailey Hall, while the field service and product development operations moved to Suite 5 of the Lawrence Savings Association Building, 205 West 9th Street, Lawrence, Kansas. The staff size increased from fewer than ten in 1967 to approximately twenty-five in 1974.

The KUSEIMC served a six-state area including Kansas, Iowa, Missouri, Nebraska, North Dakota and South Dakota as well as the schools in North and South Dakota under the direction of the Bureau of Indian Affairs. It was hoped from the beginning that state departments would develop individual programs and gradually take over increased responsibility for improving special education materials activities within their states. Seventy-three associate centers were established through cooperative planning with the state departments of education, and other associate centers were in various stages of organization at the close of the project. The six states served by the KUSEIMC varied widely in the sophistication and completeness of their associate center development. It is hoped that in the future, sufficient additional centers will be organized by the state departments to provide comprehensive services to all handicapped children within the region.

Regional needs were taken into consideration in developing state plans and are described later in this report. The number of associate centers grew from thirty-six

in FY 1970-71 to seventy-three in FY 1973-74, as illustrated in Figure 1. Figure 2 shows the breakdown by state of the estimated percentage of handicapped children who received special education services in the KUSEIMC region. Approximately 36% of the handicapped children in the total KUSEIMC region were served, with the percentage served in individual states ranging from 17% in North Dakota to 57% in Kansas. Figure 3 illustrates the estimated percentages of children in each handicapping condition that received special education services in the KUSEIMC region.

The KUSEIMC's primary responsibility was to provide information about instructional materials and to disseminate those materials to educators who were working with exceptional children. The materials library dealt with requests from associate centers, state departments, and teachers who were not served by an associate center. The library acquired over 9,000 materials and circulated approximately 6,800 of them each year. The KUSEIMC participated in conferences, workshops, planning sessions, and other activities related to the development of special education services in the six-state region. Training services for associate centers were provided, and some training activities were given for larger school districts that were not affiliated with an associate center. The format and content of these workshops varied greatly because they were based on the particular requests and needs of the individual state departments. Newsletters and information packets provided by the KUSEIMC kept educators up-to-date about the latest research, products, and literature in the field of Special Education. Field requests for information retrieval were coordinated through the Council for Exceptional Children (CEC) Information Center and other Network facilities.

Although the primary responsibility of the KUSEIMC was to serve as a communication center regarding instructional materials, of secondary importance was the

Figure 1

DEVELOPMENT OF ASSOCIATE CENTERS

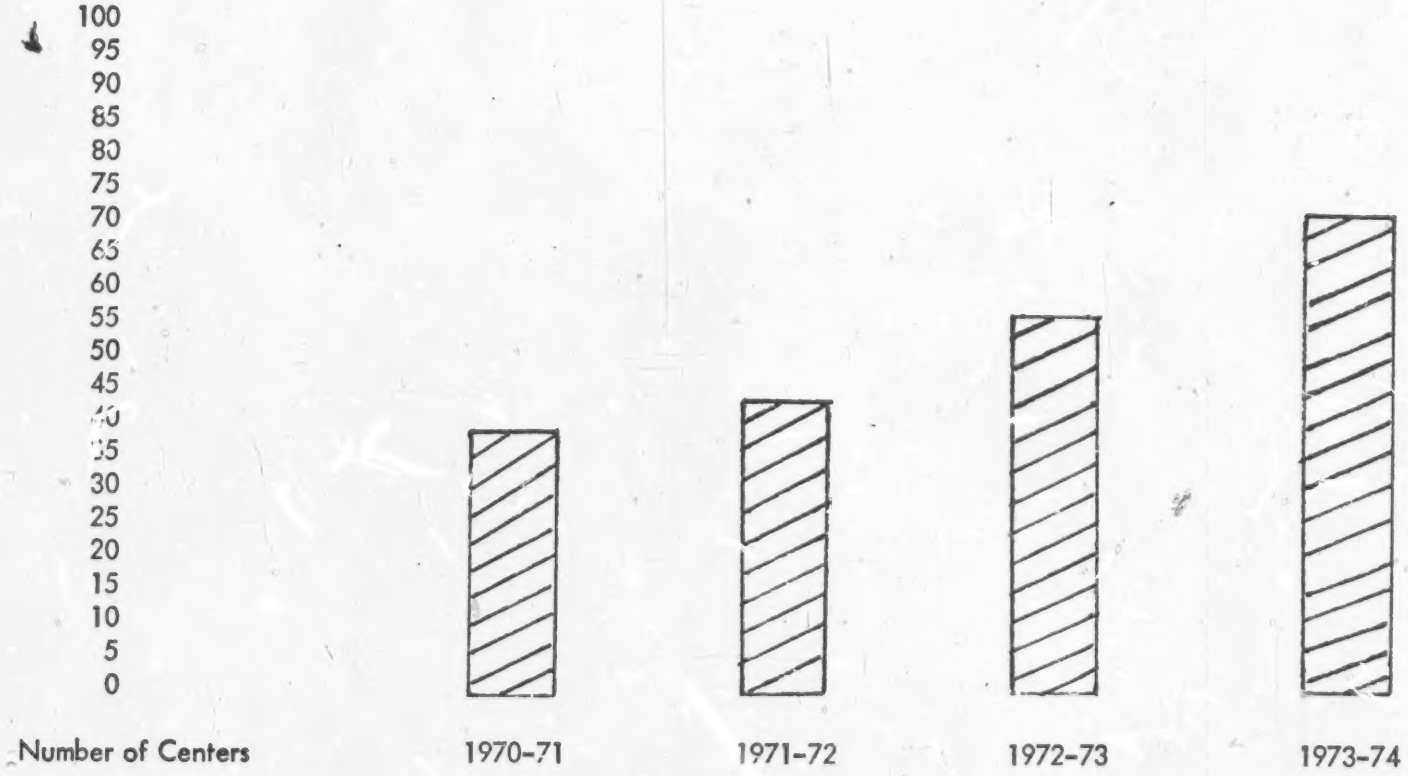


Figure 2

ESTIMATED PERCENT HANDICAPPED CHILDREN RECEIVING AND NOT RECEIVING SPECIAL EDUCATIONAL SERVICES IN THE KU-SEIMC REGION.

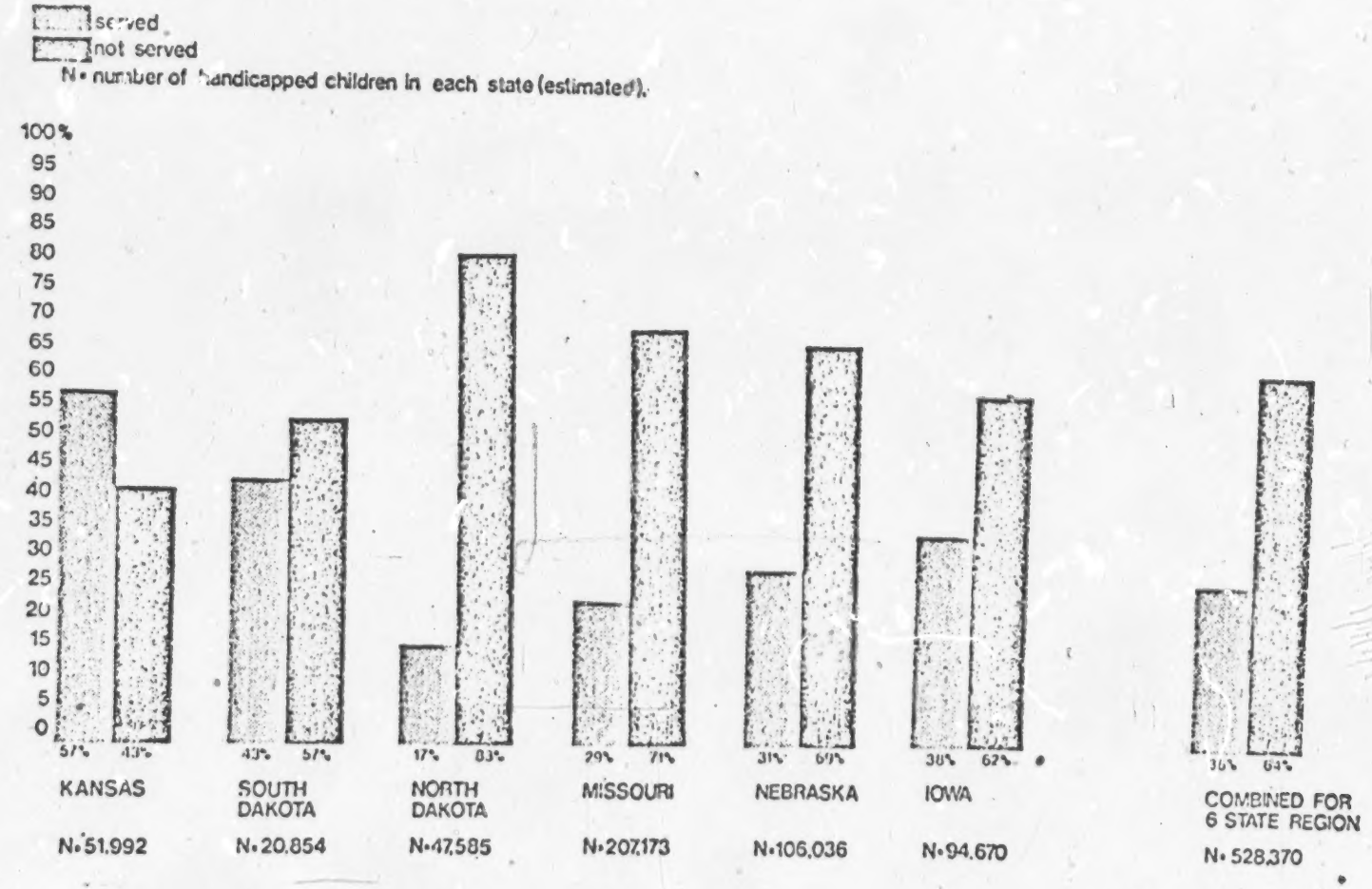
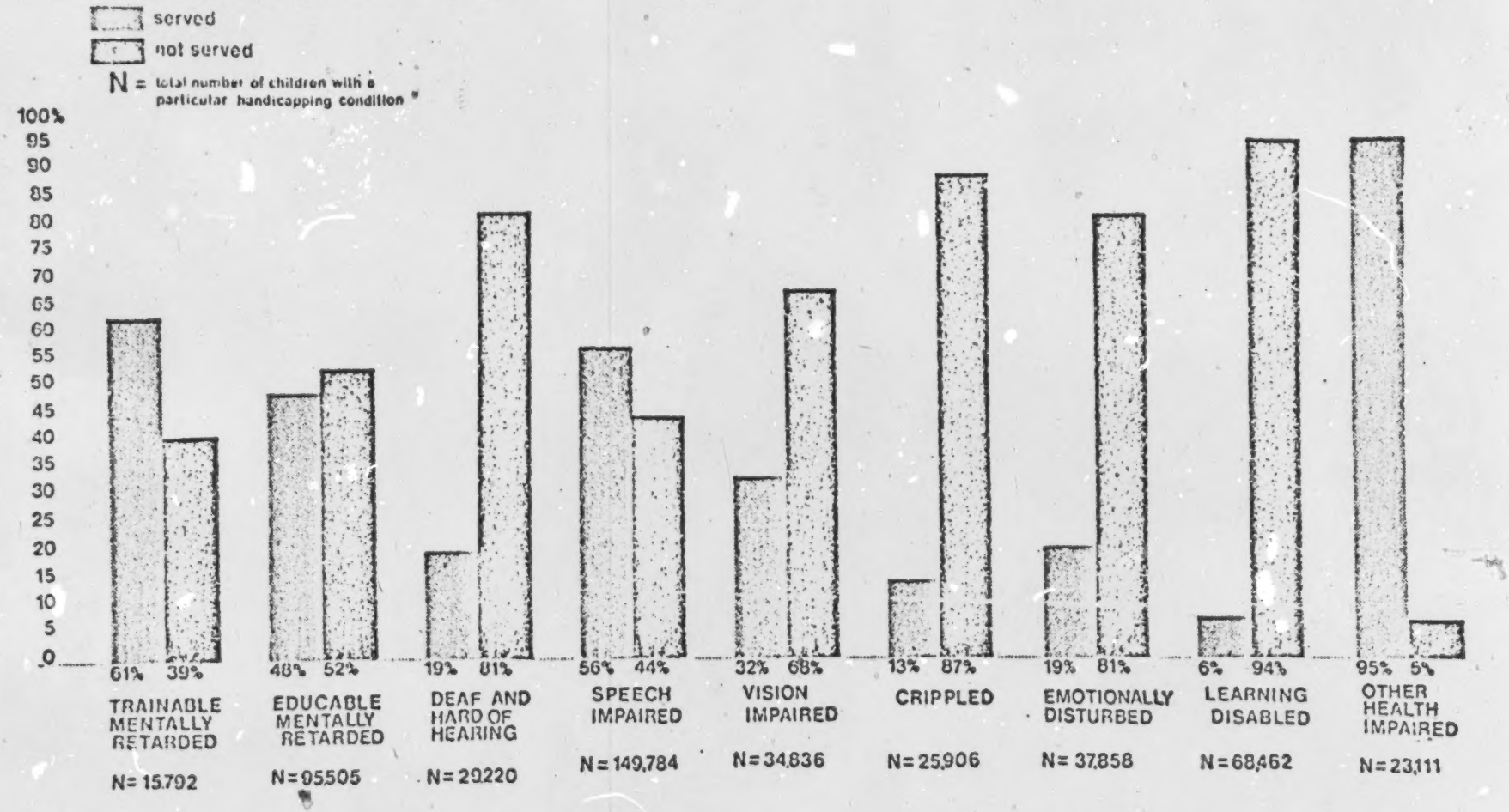


Figure 3

ESTIMATED PERCENTAGES OF CHILDREN IN EACH HANDICAPPING CONDITION THAT RECEIVE AND DO NOT RECEIVE SPECIAL EDUCATIONAL SERVICES IN THE KU SEIMC REGION



81/417

development of new instructional materials would result in the development of new evaluation procedures and that these evaluation procedures would in turn precipitate the development of additional instructional devices. The KUSEIMC was productive in its creation of materials, some of which included Teacher-Parent Communication In-Service Training Kit; Teaching Sight Words Using the Kinesthetic Method; Examination, Evaluation, and Use of Instructional Materials (also in Spanish); Real-Life Math; Name Writing Program; and the Clothing Construction Skills - A Basic Guide. Product development changed direction during the KUSEIMC's existence in order to fulfill the specifications of the SEIMC Network directives, which were modified from teacher-use to child-use in orientation. Network encouragement also led the KUSEIMC to form interlocks with other organizations such as the Rocky Mountain and University of California SEIMCs, the RMC in Lincoln, Nebraska, and the KU-affiliate center at Parsons, Kansas. These interlocks were made with the idea that mutual benefit and improved programs and products would result from shared responsibility and knowledge.

Although the goals and objectives of the KUSEIMC remained relatively consistent over the years, some changes in policy and procedure were made throughout the life of the project. This was because the KUSEIMC needed to remain responsive to the educators it served. Directives from the SEIMC Network office and suggestions from the Regional Advisory Council necessitated changes in procedure that will be described in more detail later. The basic goal, to improve the quality of education for exceptional children, remained the same.

PROCEDURES AND ACTIVITIES

The KUSEIMC was funded as a demonstration project. Procedures and activities varied as Bureau of Education for the Handicapped (BEH) guidelines varied. This resulted in an emphasis of service type activities for the region.

The project activities are described in this report in terms of the categories outlined by BEH in the FY 1973-74 Network workscope. Area I of the workscope involved instructional materials development; Area II dealt with media, materials, and educational technology training; Area III included the media and materials information system; Area IV related to the materials delivery system; and Area V involved the regional state program delivery.

AREA I: Instructional Materials Development

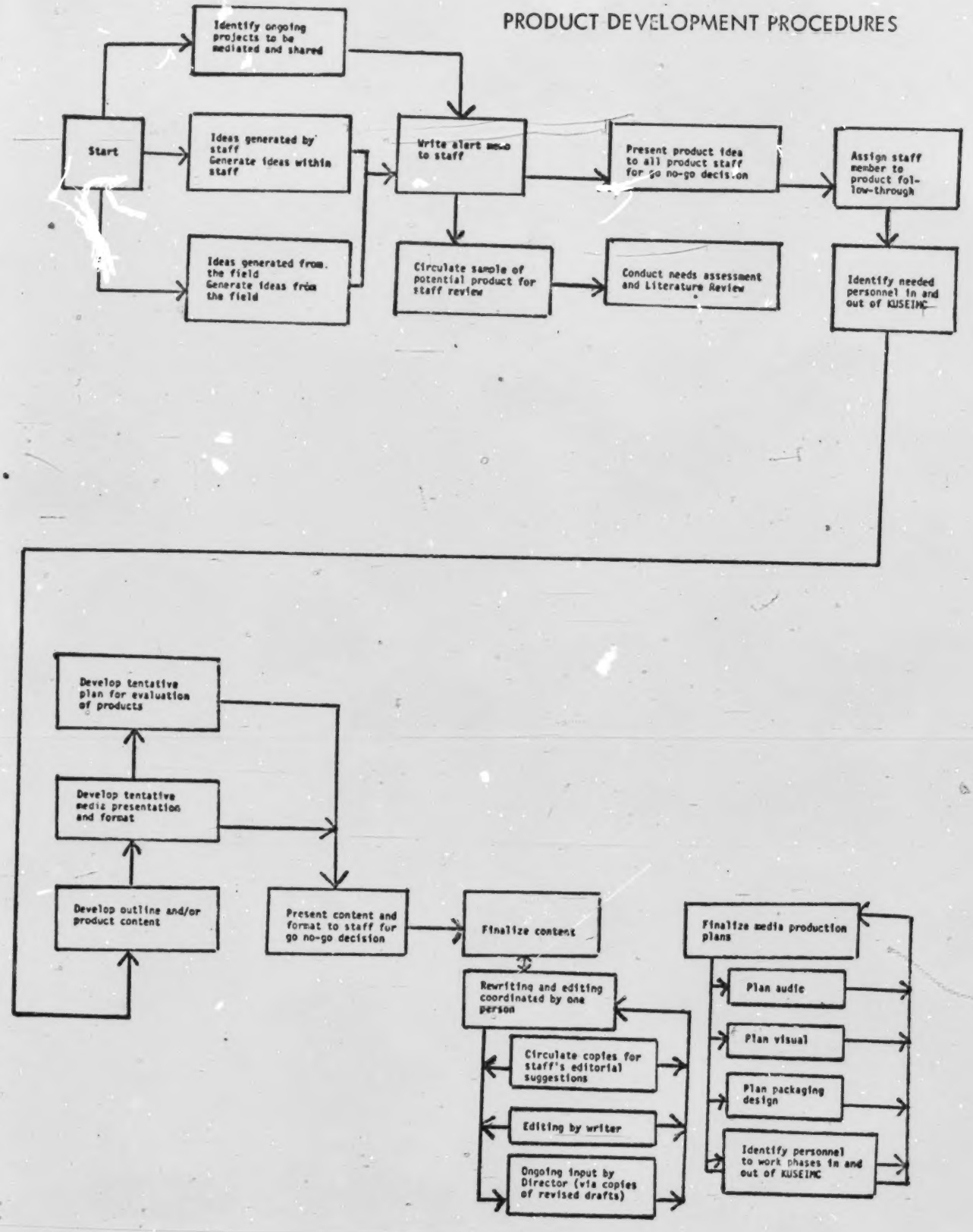
In order to develop child-use materials, it was necessary to (1) identify needed materials and set priorities, (2) make needs known to commercial and non-commercial materials developers, (3) locate existing usable materials which might fulfill identified needs, (4) adapt existing but not usable materials which might fulfill needs, (5) develop unavailable and needed materials to fulfill needs, (6) field-test new and old products for effect on learner, and (7) enter tested products into the distribution systems for materials.

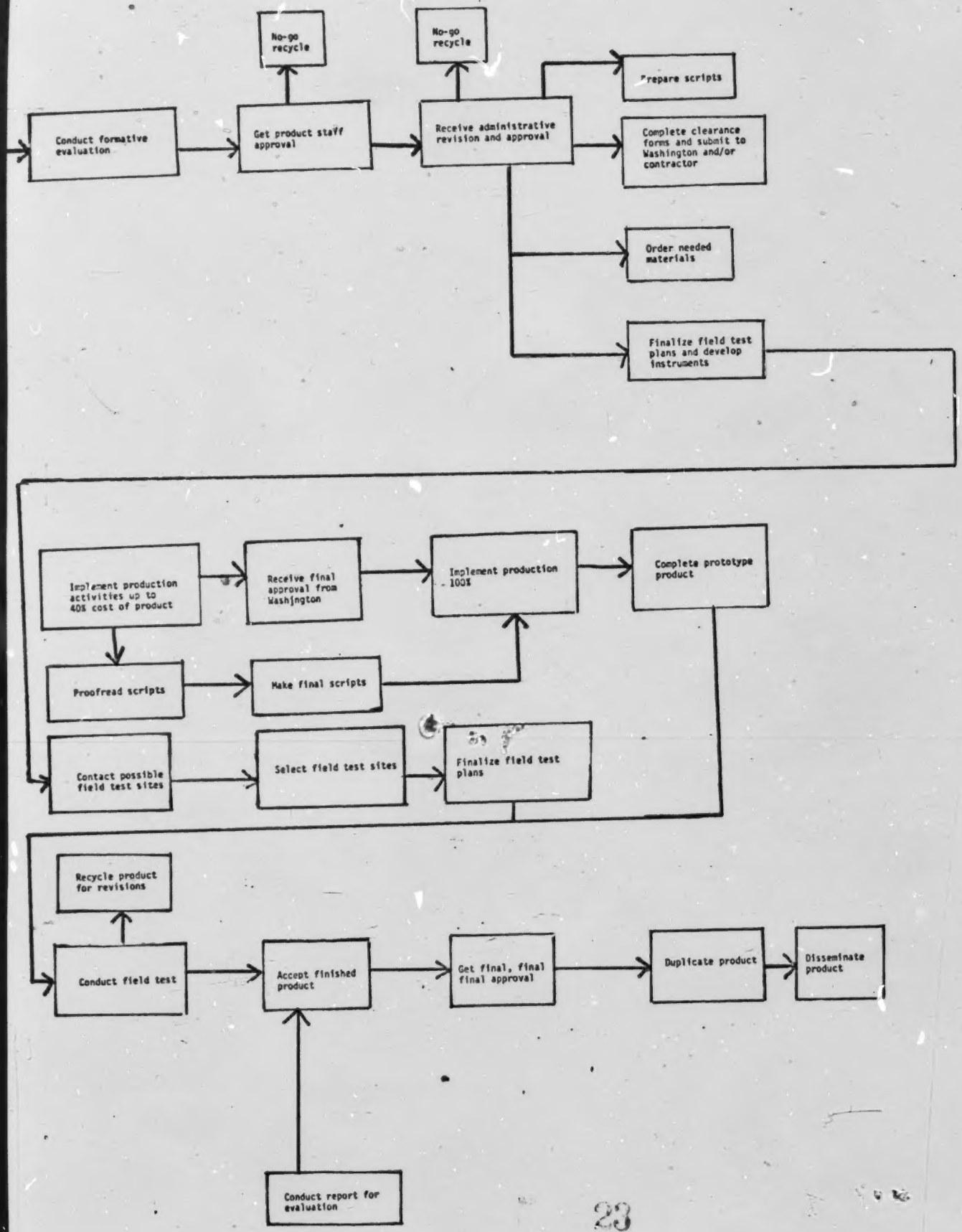
The particular area grew repidly in the last few years of operation because of the emphasis of the SEIMC Network on child-use materials and because the earlier functions of setting up the center and library as well as organizing associate centers needed somewhat less attention.

The development of specialized materials was initiated in two ways. In the first, the KUSEIMC staff observed needs and conducted surveys to determine needs and then located existing products or designed new ones to meet those needs. The other process by which products were initiated was through the discovery of someone in the region who was doing something that might be useful to other special educators. In this case the KUSEIMC offered to mediate the product. In FY 1973-74 this area received special emphasis as interlocks with the Colorado IMC, the Nebraska RMC, and the Parsons Media Project gave the KUSEIMC access to excellent child-use products. Interaction with local educational agencies and curriculum projects in the region provided another excellent resource for potential products for SEIMC development.

The procedures in product development generally followed the systematic process outlined in Figure 4. After selection of a topic, several KUSEIMC staff members decided on the media to be used, i.e.; whether the form of the product would be a book, filmstrip and cassette, or film. The staff then became involved in the technical production, involving such tasks as writing a script, shooting pictures, and recording the narration. The product was field-tested, evaluated, revised, and sometimes field-tested a second time, before it was finally printed and duplicated. Complimentary copies were then disseminated to each state department and associate center in the region. Copies of products were also distributed to those who requested them, for the cost of production. The priority of developing child-use materials was defined relatively late in the KUSEIMC existence, and so most of what follows were products of FY 1973-74.

Figure 4


PRODUCT DEVELOPMENT PROCEDURES
Identify ongoing projects to be mediated and shared
Start
Ideas generated by staff
Generate ideas within staff
Ideas generated from the field
Generate ideas from the field
Write alert memo to staff
Circulate sample of potential product for staff review
Present product idea to all product staff for go no-go decis.on
Conduct needs assessment and Literature Review
Assign staff member to product follow-through
Identify needed personnel in and out of KUSEIMC
Develop tentative plan for evaluation of products
Develop tentative media presentation and format
Develop outline and/or product content
Present content and format to staff for go no-go decision
Finalize content
Rewriting and editing coordinated by one person
Circulate copies for staff's editorial suggestions
Editing by writer
Ongoing input by Director (via copies of revised drafts)
Finalize media production plans
Plan audio
Plan visual
Plan packaging design
Identify personnel to work phases in and out of KUSEIMC


No-go recycle
No-go recycle
Prepare scripts
Conduct formative evaluation
Get product staff approval
Receive administrative revision and approval
Complete clearance forms and submit to Washington and/or contractor
Order needed materials
Finalize field test plans and develop instruments
Implement production activities up to 40% cost of product
Receive final approval from Washington
Implement production 100%
Complete prototype product
Proofread scripts
Make final scripts
Contact possible field test sites
Select field test sites
Finalize field test plans
Recycle product for revisions
Conduct field test
Accept finished product
Get final, final final approval
Duplicate product
Disseminate product
Conduct report for evaluation

23

Real-Life Math

The Real-Life Math Kit, for secondary level special education students, was designed to present a simulation experience that taught individualized arithmetic objectives set by the classroom teacher for the student. The program also taught practical money-handling skills (opening a bank account, keeping business and personal records, etc.) and served as a vehicle for teaching arithmetic functions geared to the level of the individual student. Specifically, Real-Life Math was a role-playing exercise which could be used in the classroom for three weeks to three months. Each student set up his own business, complete with files and billing forms, and carried on a variety of financial transactions with a bank and a number of classroom businesses and utilities operated by the teacher and one or more aides. In order to insure that all transactions were mathematically meaningful, the student-run businesses did not have financial dealings with each other. The student learned at his/her own rate from the ten cassette tapes and accompanying Skillbooks that taught him/her a variety of skills such as writing a check, balancing a check register, and opening bank accounts. The Kit included supplies for twenty students and their businesses: checkbooks and check registers, pre-printed ditto masters for invoices and record-keeping forms, bank account cards, cassette tapes (two per topic), Skillbooks and even colorful posters to enhance the classroom environment and generate student excitement for the learning program.

Clothing Construction Skills - A Basic Guide

The Clothing Construction Skills product, which grew out of a program in Home Economics for EMR adolescents developed from a Title III project in Fargo,

North Dakota, included a set of eight carefully sequenced and illustrated instructional units developed to teach students how to perform tasks needed for sewing with simple patterns. The guide was not intended to function as a programmed instructional packet, but rather to aid the teacher in small group and individual instruction of students who had difficulty in learning from traditional materials. The pages could easily be separated to allow students to use them as a supplement to, or subsitute for, the pattern guide sheet; as an aid to review of a certain process, and as a way to evaluate completed tasks.

Name Writing Program

The Name Writing Program, developed in the University of Kansas University Affiliated Facility and produced by the KUSEIMC, was designed to teach the trainable mentally handicapped child to write his/her name. It was based on the premise that the name writing task could be broken down into individual skills. The program's three instructional units corresponded to the basic skills: (a) arranging the letters in a specific order, (b) recognizing that particular marks have special meaning, and (c) forming these marks in a consistent manner to make letters. The child simultaneously learned what to write and how to write. After completing the program, the learner was able to write his/her own first name from memory. The program was written for the trainable retarded child, but it was also used with children with a variety of disabilities and with normal preschool children. There was no age range for the program. The learner needed to have only three prerequisite skills: (1) the ability to recognize his/her first name in print, (2) to make a voluntary line with a marking instrument and match letters by discriminating shape and direction. The program was

made up of three instructional units: Letter Order, Stencil Use, and Tracing. Letter cards, stencils, and tracing sheets were combined with a carefully sequenced series of lessons, as illustrated on a sequence chart which was included in the kit.

AREA II: Media, Materials, and Educational Technology Training

The goal of Area II was to provide aid to teachers of the handicapped through the use of media, materials, and educational technology training. To work toward this goal, it was necessary to (1) identify media, materials, and educational technology training needs; (2) make those needs known to pre- and in-service training institutions and agents; (3) locate usable media-training materials which would fulfill needs; (4) develop unavailable and needed media-training materials to fulfill needs; (5) collect, classify, and loan media-training programs and materials; and (7) respond to inquiries by matching training needs to training sources.

Teacher-training received extensive attention by the KUSEIMC and was implemented through a wide variety of formats. The initial staff of the KUSEIMC was selected for strength in the area of training, and during the early years of the project major emphasis was placed on this goal. One of the original needs of teachers of handicapped children was that of narrowing the gap in time between research and implementation of procedures and the use of new products. The KUSEIMC engaged in activities of locating, previewing, and making recommendations for the purchase of materials and responded to inquires of training needs by matching training materials to those needs.

Teachers became members of the KUSEIMC by simply filling out a membership card that was attached to a brochure describing the Network, which was sent to

anyone requesting general information about KUSEIMC services. Members were sent copies of the KUSEIMC newsletter on a regular basis, until the changing work-scope of the Network resulted in its discontinuation in 1973. To replace the newsletter, a series of information packets were developed and disseminated. They contained more information but were sent only to State Departments and Associate Centers, which in turn were responsible for distributing this information to teachers in their state and district. A series of eight of these packets was sent out to a list of about 350 agencies.

Workshops and Conferences

During the first year, there was a heavy emphasis on orientation sessions in order to let people know about the existence of the KUSEIMC. Twenty-two presentations were made to state departments, school systems, universities, and potential associate centers to inform them of KUSEIMC services. In subsequent years the number of these presentations declined, but orientation information continued to be emphasized during the beginning segment of all training workshops. Displays were also built to take to conventions and meetings where special educators would be present.

One of the more important functions of the KUSEIMC has continued to be both inservice and preservice training in new techniques and materials for teaching various types of exceptional students. Training workshops were arranged through state departments, with the KUSEIMC responding to specific requests or making suggestions as to topics that might be relevant. Gradually, emphasis was shifted to the development of a multiplier effect in all training activities, whereby teachers

who were trained agreed to train a number of other teachers. Whenever possible, before initiating a training activity, a commitment was secured from participants to carry out training activities in their own locale. Thus, the KUSEIMC began playing more of a supportive role by providing consultative service to persons preparing to direct a workshop and by providing them with necessary training materials. Training materials were prepared in such a way that participants in training workshops took training packages home with them, which enabled them to become self-sufficient in carrying on similar training at the local level. The emphasis on developing a multiplier effect made good program packaging a necessity.

The workshops that were given covered a wide variety of topics. Some emphasized the demonstration of materials designed for use within a selected categorical area, such as learning disabled children, mentally retarded student, or emotionally disturbed students. Other demonstrated materials in selected content areas such as language development, early childhood, perceptual development, vocational materials, reading, arithmetic, and early identification of learning disabilities. Teaching techniques were discussed in workshops titled Examination and Evaluation of Instructional Materials. Preservice and inservice approaches were explored in workshops titled Designing Instructional Games, Learner's Approaches to Learning, Planning a Workshop, Classroom Observation, Prescriptive Teaching, and Behavioral Objectives.

A series of special workshops were organized in conjunction with the Parsons Media Center's Project MORE (Mediated Operational Research for Education) during FY 1973-74. No more than nine teacher-administrator teams attended each presentation and each team made a precommitment to try Project MORE products

in a local classroom for four weeks. These workshops were initiated to train TMR teachers in the use of systematic training packages designed and developed for the trainable mentally retarded in the area of self-care skills. The first day of work included a presentation of Project MORE and a description of how to use specific programs, giving the participants an opportunity to learn about Project MORE's philosophy and operation in designing and developing its instructional packages; how to select daily living skills appropriate to the needs of students; how to use Project MORE programs through simulation and actual practice; and how to select and use teaching strategies, reinforcement techniques, and simple measurement procedures. The second one-day session was held six weeks after the first session with the same teams. This session enabled the teams to discuss, share, and help solve problems they encountered in using the program. Each team was committed to train five other teams in their area in the use of Project MORE programs, so this second presentation included instructions in how to conduct a workshop for the second generation teams. The commitment also included feedback of information to the KUSEIMC as to the results of the training and problems they encountered in presenting their workshops and the second generation follow-up six weeks later. A total of -- participants were trained in these workshop sessions.

The KUSEIMC was also responsible for the development of teacher-use materials and often provided workshops with these products. For example, an 80-minute slide presentation describing the Peabody Language Development Kit was developed during FY 1968-69. It was narrated by James O. Smith and described the content, theoretical model, and possible uses of the materials in the kit.

The KUSEIMC, in conjunction with other SEIMC's and RMC's in the Western

United States, field-tested the DCA (Dissemination Change Agent) model for delivering training in contingency management to rural populations.

Demographic data of field service activities are displayed in Appendix A. A description of the DCA model is presented in Appendix B.

Teacher-Training Products

In 1971, the Teacher Parent Communication Program (TPCP) was developed. Basically, the TPCP, a simplified token-economy system, encourages the child to develop self discipline and better academic performance by exchanging home privileges for acceptable school behavior. The program operates on a daily report card system. Each child in the program may receive from one to ten daily evaluations. For each evaluation period, the child is given a card which indicates his social and academic performance on a daily basis. The KUSEIMC developed a notebook, cassette tape, transparencies, 16 mm film, and a five-hour workshop about the program. The program received wide acceptance in the region and nationally.

Development of the product describing the Prescriptive Materials Retrieval System (PMRS), a 2000 item instructional materials retrieval system, was initiated in FY 1971-72. The product was designed to assist teachers, instructional media center personnel, and college students in the use of PMRS for finding the right materials for individual learning problems. The color, sound filmstrip describes the bibliographic value of PMRS and explained how the system should be used.

Also begun in FY 1971-72 was the development of the product titled Teaching Sight Words Using the Kinesthetic Method. This sound, color filmstrip was designed for inservice classes and seminars for professional educators as well as for college

and university teacher-training courses in remedial reading techniques. It was also designed for parents who, with the advice of a reading specialist want to use the kinesthetic method in the home to help with their child's reading problems. The presentation introduces the rationale of the kinesthetic method of teaching sight words and illustrates how to teach sight words according to Grace Fernald's techniques. Each of the four stages in the kinesthetic method is described so they can be applied in the classroom.

Another product developed for teacher-use was a soft-cover annotated bibliography titled Preservice/Inservice Training Materials. This publication contains an abstract of each of the KUSEIMC library holdings designed for preservice/inservice use. Each abstract lists the title, publisher, type of media, length of presentation, and acquisition number. A brief description of the purpose and use of each product is also given. Also included are bibliographies of teacher-training materials not in the KUSEIMC library, but of interest to special educators. The book is cross-indexed to facilitate location of material by subject. An alphabetical list of titles is also included.

Products were also developed to facilitate the teaching of a fourteen session course of study on Examination, Evaluation, and Use of Instructional Materials. The presentations consisted of a one semester college course of from two to three hours each or fourteen separate workshop sessions. The materials include a Student Handbook and an Instructor's Manual, which provide a detailed, extensive guide for teaching a course or conducting workshops in the examination, evaluation and use of instructional materials. Included are suggestions for pre-class preparations, class lectures and discussions and post-class evaluation. The Student Handbook

contains information sheets, laboratory exercises, charts, bibliographies, and other reference materials. Instructional aides (transparencies, a complete lecture, and suggested films and tapes) are also included. These materials were also provided in Spanish for instruction of professionals whose first language is Spanish.

Also developed for Spanish-speaking teachers were translations of eight of the Michigan State SEIMC Workshop Kits. Another product, Bilingual-Bicultural Materials, was a notebook of annotated listings of bicultural/bilingual materials for use with children whose basic language is Spanish. The publication is divided into three sections: child-use curriculum materials, evaluative instruments useful in making assessments of Spanish-speaking children, and reference sources and bibliographies.

The BEST R_X (Behavioral Evaluation as a Source for Teaching Prescriptions) Series provides educators with a general overview of evaluative instruments frequently used with handicapped children. Each booklet surveys one instrument, describes its nature and purpose, provides examples of test content, and suggests ways test results can be used in selecting types of instructional materials. Information on the time required to administer the instrument, reliability and validity, norms, and the instrument's strengths and limitations is also presented. The titles of the booklets are: Auditory Discrimination Test, Detroit Test of Learning Aptitude, Developmental Test of Visual Perception, Diagnostic Test for Fundamental Processes in Arithmetic, Illinois Test of Psycholinguistic Abilities, KeyMath Diagnostic Arithmetic Test, Leiter International Performance Scale, Lincoln-Oseretsky Motor Development Scale, Peabody Picture Vocabulary Test, Stanford-Binet Intelligence Scale, Wechsler Intelligence Scale for Children.

Other Related Projects

A FY 1973-74 strategy involved cooperation with the staff of the Midwest Regional Media Center for the Deaf (Nebraska RMC) in order to identify elements of existing training materials for teachers of the deaf which could be modified to meet the needs of teachers in MR and LD classrooms. The two staffs were to carry out the modification and packaging process as a joint effort. This resulted in a Symposium on the Utilization of Educational Media for the Handicapped, March 11 and 12, 1974, at the Holiday Inn, Omaha, Nebraska. Representatives from the six state departments, a BIA representative, and teachers in the field attended the symposium. Many questions were raised and left unanswered about the need and feasibility of sharing products cross-categorically. The group agreed that further attempts at sharing products could not be made until those basic questions were resolved.

A list of Competency Based Special Education Teacher Programs was also compiled. All major colleges and universities in the six-state region were contacted by the KUSEIMC for competency based programs that they would be willing to share. A summary list of all materials received was compiled and presented to the KUSEIMC staff, and it was decided that courses not relating to special education would be deleted. The revised list was sent to those who responded in any way to the request - to those who sent materials and to those who indicated that they had no materials. The revised list and materials were put on file but it was decided not to put them in the library because of the poor response and poor quality of response.

Publishers' workshops were conducted, in order to give educators in the field a chance to see new materials demonstrated. Problems were discovered with the

first workshop at the BIA in Pierre, South Dakota because of the poor attendance and the lack of purchasing power of those who did attend. A more successful workshop was held at the Diagnostic Center in Wichita, Kansas. A third publishers' workshop was scheduled for South Dakota, November 6 and 7, 1973. All plans were made and publishers were scheduled to come, but at the last minute the workshop was cancelled because of lack of participants.

AREA III: Media and Materials Information System

The goal of Area III was to provide a system to inform special educators about media and materials. To carry out this function it was necessary to: (1) identify and classigy instructional materials for handicapped children: (2) evaluate materials by standard criteria and recommend usage; (3) describe materials and encode descriptions for data base entry; (4) develop and maintain machine readable data base; (5) produce catalogs, bibliographies, and profile-matching materials lists; (6) operate search/retrieval facilities to respond to materials-inquiries; (7) maintain source file for materials in data base as part of data base; (8) match source-of-demand with appropriate source-of-supply; and (9) maintain inventory records including demand, circulation, and reaction information.

The KUSEIMC chose not to attempt to develop an elaborate computer-based retrieval system, but left that work to other centers in the Network. The search and retrieval operations carried out at the KUSEIMC involved the use of the experience of the library staff, supplemented by the use of the Prescriptive Materials Retrieval System. This retrieval system is a manually operated retrieval system developed at the Olathe, Kansas Educational Modulation Center (EMC), a project

funded under Title III of ESEA. The client could either request specific materials from the shelf or catalog or describe the type of materials needed by identifying such learner characteristics as the child's age, handicapping condition and level of achievement and the materials characteristics desired. When difficult requests came to the KUSEIMC the University of Texas SEIMC was contacted in order to use the services of their computer-based retrieval operation. This procedure proved satisfactory and the KUSEIMC chose not to invest further in this work area until a Network decision was made as to a single information system for all centers.

The Instructional Materials Catalog was an essential component of the materials dissemination process in that it listed all materials contained in the KUSEIMC library by category. The catalog, which was revised in 1973, contained descriptions of materials in twenty-six subject areas and contained almost 9000 entries.

AREA IV: Materials Delivery System

Area IV has been concerned with the materials delivery system and library circulation. It involved the following tasks: (1) acquiring materials included in the information system; (2) processing materials by placing them in depositories; (3) maintaining materials collections in interacting depositories; (4) shipping materials; (5) checking in returns, collecting overdues, negotiating claims, and re-shelving materials; (6) repairing, replacing, and rejuvenating materials; (7) maintaining booking system, usage records, and added print requirements; and (8) accounting for any funds involved in usage charges.

The KUSEIMC emphasized three areas in the operation of its materials delivery system; (1) service to associate centers through bulk mailing; (2) service

to teachers throughout the six-state area who did not have an associate center in their area; and (3) service to local special educators who used the KUSEIMC as their own associate center. As new associate centers became active and existing centers became better equipped, the needs for service in the first two areas lessened. However, newer materials and those with high initial cost remained in great demand until the library closed.

At the KUSEIMC, the materials specialist and librarian were responsible for ordering materials, using suggestions from the staff, from educators in the region, and from other regional centers. Materials acquired or developed by the KUSEIMC were catalogued, using the same accession number system as used by the Wisconsin SEIMC. A maximum of five items were loaned to a teacher at one time, for a period of three weeks by mail request and for two weeks by personal request at the Center. The number of materials checked out by category and state are displayed in Appendix C. All 16 mm films and some in-service materials could be reserved far in advance to insure availability on the date needed. If a needed material which was not on the reserve system was checked out, the borrower could put the material on "hold" and it would be sent as soon as it was returned to the Center. There was no system of fines for overdue books, but notices were sent to tardy borrowers on a regular basis. If materials were lost, the borrower was expected to pay for replacement. Most patrons were cooperative, which was an important factor in the success of the circulation system.

AREA V: Regional-State Program Delivery

The goal of Area V was to develop regional-state program delivery. This

included (1) associate center development; (2) assistance in state planning; (3) consultation on materials usage; (4) participation in media and materials conferences and workshops; (5) dissemination of materials and information through the state departments; and (6) reinforcing state staff in media, materials, and educational technology.

The role of the KUSEIMC was as an advisory and supportive one to the associate centers. At the beginning of an associate center's development, the KUSEIMC helped the local agency to find funding or to make cooperative arrangements with existing agencies. The KUSEIMC staff helped write grant applications and helped state departments write state plans, and/or develop short - and long-range goals for developing associate centers within their respective states. One suggestion the KUSEIMC consistently made was that state departments hire an IMC coordinator through Title VI funds. The KUSEIMC helped associate centers get organized by providing training for personnel, selecting materials, and advising them concerning systems for accessioning and circulating materials. Once the associate center was in operation, the KUSEIMC provided the associate center with back-up services for the dissemination of information and materials as well as copies of all products developed at the regional center.

The KUSEIMC served six states and a network of Bureau of Indian Affairs schools administered through the Aberdeen, South Dakota BIA office. Development of media services within these seven units progressed at very different rates. State legislative mandates, decisions on priorities for use of Title VI funds, geographic conditions, and the recent history of special educational programs within each state all had an impact on media services within the seven units. A short summary of

the current status within each unit is listed below. See Appendix D for a list of the associate centers.

Bureau of Indian Affairs

KUSEIMC provided workshops and instructional materials for teachers in BIA schools in North and South Dakota during the past few years. In 1973, the fourteen IMCs in BIA schools were organized as associate centers to receive information and materials from KUSEIMC and to participate in media training. The KUSEIMC regarded the Aberdeen BIA office as the equivalent of a State Department and treated it as such in all transactions.

Iowa

Prior to the establishment of the SEIMC Network, the State Department of Education in Iowa had divided the state into sixteen regions, each served by an educational media center. During the first year of center operation, an associate SEIMC was developed within each of these sixteen regional media centers. These associate centers were organized into a network directed by a representative of the Iowa State Department of Education. Each center received state funding and participated in the state-wide plan for dissemination of materials, in-service training, and special consultation. Iowa has the best-developed services of the seven units in the region.

Kansas

All SEIMC activities in Kansas were coordinated by a member of the State Department of Education staff. Regularly scheduled meetings of the directors of

the eleven centers provided opportunities for planning cooperative activities, discussion of common problems, and coordination of state training activities. Associate centers in Kansas were cooperative ventures of local school districts and the State Department and were supported by various combinations of local funds and Titles III and VI funds from the State Department. Each of the eleven centers provided for the dissemination of information, the loaning of instructional materials, consultation and in-service training. Three centers facilitated distribution of materials through the use of vans. One center specialized in materials for the blind and served the entire state. Another center received a Title I grant to provide for production, duplication, and dissemination of materials developed by local teachers. Still another center housed a film library valued at over $150,000. Materials held by the local centers varied from 1600 items to over 5000 items.

Missouri

At the beginning of FY 1973, there were nine associate centers in Missouri, six in state universities and three in Regional Diagnostic Centers. Five of the university centers were not functioning, due to lack of funds and staff, and with the approval of the State Department were dropped as associate centers. Two new centers were added at the St. Charles County Special Education Cooperative and the TENCO Regional Schools Materials Center.

During FY 1973, KUSEIMC funded a field representative for Missouri to work with the State Department in developing a state plan for IMCs and to promote IMC services throughout the state. This person served on the task force which formulated the state plan for a Special Education Resource System which was approved by the State Department of Education.

Nebraska

The state of Nebraska was divided into fourteen Educational Service Units (ESU) which generally provided media services, speech therapy, and trainable programs to the schools in their geographic region. The ESUs were locally funded and were not under State Department of Education control. Each of the eight associate centers in Nebraska was located in an ESU.

North Dakota

For six years, teachers in North Dakota were served by a single center located in Dickinson. FY 1972 was the last year of Title III grant for support of this center. The center subsequently contracted with individual school districts throughout the state to provide services.

North Dakota had fewer than four hundred special education teachers. Estimates from the state department indicated that approximately 17% of the handicapped students were receiving special education services, which left more than 80% not receiving services. In a sparsely populated state such as this, new models for delivery of services were desperately needed. Efforts were made to assist the state department in organizing ways to provide special services for the handicapped children of the state. The state department identified contact persons in the seven largest school districts within the state to serve as a delivery network for information and training. These persons received all information and materials the KUSEIMC sent to associate centers and they, in turn, interacted with local teachers.

South Dakota

At the beginning of FY 1972, South Dakota had only one associate center. In

1973 three additional centers began operation in Spearfish, Aberdeen, and Vermillion. Each center had a state consultant in special education as its director. These directors were funded by Title VI and provided state-wide services including loaning of instructional materials, direct consultation to teachers, in-service training and pre-service training in the colleges in which the centers were located.

CONCLUSIONS

During the period of time the University of Kansas Special Education Instructional Materials Center was in operation, several major changes were made in the objectives the Bureau of Education for the Handicapped set for the IMC Network. These changes at times made it awkward for the regional centers; as they had to retrain or replace staff and shift emphases in their interactions with state departments of special education and with special educators in the field. However, the KUSEIMC was moderately successful in meeting BEH objectives.

The major contribution made by the Center was in publicizing the needs of handicapped children for special instructional materials and in organizing active associate centers throughout the region. From the beginning of the project work with state departments was given high priority and major effort was expended in promoting associate center development. This region has a far higher proportion of associate centers in relation to population than the median for the network.

During the middle portion of the project period training was emphasized. The staff developed many workshop modules and brought training programs to special educators whenever possible. In the later stages of the project emphasis shifted to training trainers. Most training sessions had built in multiplier factors, with each

trainee committed to take training materials home with him to use in training other special educators. Training materials were developed during this period which could be used by individuals quite readily--in other words, they were teacher-proof.

The final year and a half of the project saw a move toward production of field-validated child-use materials. At this stage the center staff included personnel with excellent skills in evaluation and production of prototype instructional materials. Several outstanding projects were developed and disseminated throughout the network.

In total, the staff of the KUSEIMC feels that the project has been successful. Special educators in the region are more aware of the needs of their students and of the existence of specialized materials designed to meet these needs. State departments are allocating resources to materials centers and have emphasized the need for training programs in the use of media and materials. Colleges and universities have increased their instructional component dealing with materials. And of primary importance, programs for handicapped children have been improved by better instructional materials and more effective instructional practices.

APPENDICES

APPENDIX A

DEMOGRAPHIC DATA OF FIELD SERVICE ACTIVITIES

Number of Workshops by State

Number of Workshops for Orientation to KUSEIMC

Number of Inservice/Preservice Training Workshops

Number of People Served in Workshops

NUMBER OF WORKSHOPS BY STATE

	67-68	68-69	69-70	70-71	71-72	72-73	73-74
IOWA	6	Incomplete Records	8	Incomplete Records	5	2	4
KANSAS	16		11		18	4	5
MISSOURI	9		10		9	4	4
NORTH DAKOTA	4		1		3	1	3
SOUTH DAKOTA	7		2		9	2	1
NEBRASKA	6		1		7	2	3
TOTAL	49		33		51	15	20

NUMBER OF WORKSHOPS FOR ORIENTATION TO KUSEIMC

	67-68	68-69	69-70	70-71	71-72	72-73	73-74
IOWA	4		3		1	2	
KANSAS	6		2	2	4		
MISSOURI	5		1	3	2	18	
NEBRASKA	3		1	3	1	2	
NORTH DAKOTA	2		1	1	1	1	
SOUTH DAKOTA	2		2	1	1		
TOTAL	22		10	10	10	23	

Incomplete Records

8h/LH

NUMBER OF INSERVICE/PRESERVICE TRAINING WORKSHOPS

	67-68	68-69	69-70	70-71	71-72	72-73	73-74
IOWA	1	6	4	4	0	2	4
KANSAS	9	3	5	5	5	4	5
MISSOURI	3	4	4	3	0	4	4
NEBRASKA	2	1	4	3	2	2	3
NORTH DAKOTA	1	1	3	2	1	1	3
SOUTH DAKOTA	2	1	3	3	3	2	1
TOTAL	18	16	23	20	11	15	20

4/96 350

NUMBER OF PEOPLE SERVED IN WORKSHOPS

	67-68	68-69	69-70	70-71	71-72	72-73	73-74
IOWA	200	Incomplete Records	535	Incomplete Records	0	28	72
KANSAS	350		351		287	77	82
MISSOURI	200		401		0	76	156
NEBRASKA	125		85		130	38	64
NORTH DAKOTA	75		21		290	10	152
SOUTH DAKOTA	150		95		600	50	12
TOTAL	1,100		1,488		1,307	279	538

51/52
37

APPENDIX B

Description of DCA Model

Problem

Regional IMC's and RMC's as well as other BEH supported projects have been involved in delivery of training. While delivery of training has been relatively easy in locations where there are heavy concentrations of special education teacher, delivery of training in rural and sparsely populated areas has been difficult to accomplish - and perhaps as a result, has not been pursued vigorously.

Various patterns of training delivery have been implemented, but little systematic consideration has been given to the relative cost efficiency of the various approaches. At this point, when dollars are scarce and the need of the "isolated" teacher is great, there is little data upon which to base administrative decisions as to relative effectiveness of delivery approaches.

The Western IMC/RMC interlock group proposes to establish a working agreement to collect and share information derived from specific training efforts. At the present time, a rigorous research approach to determine relative cost efficiency of various approaches seems unwarranted. The interlock group, therefore, proposes to cooperate in an essentially "case study" approach which should provide a basis for preliminary effectiveness estimations, as well as other descriptive data which might serve to produce hypotheses for later investigation.

The Interlock Framework

It is the assumption of the interlock group that the crucial aspect of diffusion of skills and techniques is not the training itself, but the durable implementation of those skills and techniques in the classroom of the recipient. It is the assumption of the interlock group that various types of post-training support might play a part

in the degree and durability of classroom implementation. The interlock framework therefore identifies several optional training delivery and/or support models.

It is proposed that individual interlock centers will select one or more training delivery approaches for implementation during fiscal year 1973. In all cases the training content will be constant, and in most cases is training which would be attempted without the interlock activity. Chart 1 identifies the training delivery approaches.

CHART 1

DIFFUSION STRATEGY DEFINITIONS

1. One-Shot Conference - teachers are trained directly by the training agency. There is no multiplier effect. The teachers have no obligation to train other teachers.
2. Self-Instruction - teachers receive a packaged programmed course. There is no multiplier effect.
3. Circuit Rider-Teacher - a "Circuit rider" is recruited from ASEIMC, State Department of county program (etc.) personnel and is trained by the IMC or RMC. The circuit rider agrees to train and support teachers.
4. Teacher-Teacher - teachers are trained by IMC/RMC and agree to train and support other teachers. There is a multiplier effect.
5. Teacher-Administrator - a team composed of one teacher and his administrator are trained by the IMC/RMC. There is a multiplier effect. The team agrees to train and support other teachers.
6. DCA - a team from a school district is selected, composed of one teacher,

one administrator, and one auxilliary person (psychologist, etc.). The team is trained by the IMC or RMC and agrees to train and support teachers.

The interlock group is interested in collecting data regarding the effects of several variables, which may interact with a type of diffusion strategy.

In addition to selecting one or more diffusion strategies fro delivery of the training, a center would select one or more of the variables, e.g., tupe of support, frequency of support, time allowance, pre-training commitment, or other variable of particular interest to that center.

Chart II represents variables of interest in relation to diffusion strategies.

The centers agree then:

1. disseminate a common training content
2. employ common appraisal methods
3. observe certain time-line requests
4. selcet training approaches from the foregoing six diffusion strategies
5. select other potentially interacting variables for their own attention, if desired.
6. define common cost categories for cost comparisons

Over a number of training activities then data will be collected related to the coordinate sections of Chart II. Certain cells might not receive attention during fiscal year 1973.

Through this somewhat structural approach, information may be identified which would permit better informed hypotheses.

The interlock agreement imposes the following constraints on participating centers:

1. content is common
2. appraisal methods are common
3. certain milestones are common
4. diffusion strategy is to be selected from those listed on Chart 1

CHART II

Diffusion Strategies	Field Training	Center Planning to use these						
One - shot Conference	0	UO KU UNC USC*	UO KU	UO KU		USC*	USC*	USC*
Self Instruction	0	KU UO USC UNC	KU UO USC	KU UO		USC	USC	USC
Circuit Rider	Expert	UO UNC	UO UNC	UO UNC			USC	USC
Teacher to Teacher	Teacher	KU	KU	KU				
Teacher/ Administrator	Teacher/ adm.	UO	UO	UO				
Dissemination/ Change Agent	Teacher Adm. & Psych.	USC					USC	USC

Supporting Activities

Type		Release Time for Participants	Your own Talking	Participant Selection
Face to Face	High	No release time for Participants		Pre Commitment
Telephone				No Pre Commitment
Mail	Low			

*contingent on securing local funds

By May 1	Selection of delivery strategies and variable cells on Chart II
By Oct 1	Train IMC/RMC in content and evaluation procedure Sept. 25-29, 1972 in Salt Lake Area
By Dec 1	Select trainers
By Feb 1	(Prior to training of clients) Pre-Implementation assessment (Self Report)
By Feb 15	Train clients
By Apr 1	Assessment of Implementations (Self report)
By June 1	Assessment of Durability of Implementation (by observers)
By July 1	Complete written report
	Meet and share information
	Generate hypothesis

APPENDIX C

Number of Materials Checked - Out

By Category and Year
and
By State and Year

NUMBER OF MATERIALS CHECKED - OUT BY CATEGORY YEAR

	67-68	68-69	69-70	70-71	71-72	72-73	73-74	TOTAL
Administration	115	67	83	49	33	42		389
Audio Visual	16	10						26
Behavior Disorders	117	133	163	96	72	70		651
Communication Disorders	109	80	74	114	98	82		557
Diagnostic Materials	54	113	210	411	555	267		1610
General Special Education	92	153	278	251	212	174		1160
Hearing Impairments	36	32	65	98	128	89		448
Inservice				37	395	685		1117
Learning Disabilities	119	183	269	351	566	466		1954
Mental Retardation	340	366	489	326	658	347		2526
Professional						56		56
Physically Handicapped	29	29	25	47	44	36		210
Psychological Reasearch & Psychological Process	67	59	98	81	188	108		601
Reading/Professional			129	36	133	62		360
Visual Imapriment	19	17	24	25	38	16		139
TOTAL Professional	1113	1242	1907	1922	3120	2500		11,805

*Due to closeout of KUSEIMC services, circulation records were not kept in FY 1973-74. Therefore the totals reflect only the first six years of service.

46
61/62

	67-68	68-69	69-70	70-71	71-72	72-73	73-74	TOTAL
Arithmetic	159	260	401	616	1209	781		3426
Art	21	30	21	59	130			332
Curriculum Guides	205	158	197	130	129	119		938
Handwriting	32	38	73	143	156	163		605
Language Development	333	363	448	904	1495	758		4301
Motor Training	21	28						49
Perceptual Development and Training	145	244	271	711	1501	569		3441
Reading	531	582	772	2528	3986	2208		10,607
Science	49	56	59	162	436	295		1057
Social Studies	254	146	180	513	526	293		1912
Spelling		30	10	25		29		92
Vocational Training	291	320	394	351	191	201		1748
Other	1			11	44	83		139
Journals				50	24	6		80
TOTAL Curriculum	2054	2270	2830	6260	9919	5646		28,979
TOTAL All Materials	3167	3512	4737	8182	13,039	8146		

E3/64

NUMBER OF MATERIALS CHECKED - OUT - BY STATE AND YEAR

	67-68	68-69	69-70	70-71	71-72	72-73	73-74
Iowa	188	908	860	907	560	335	
Kansas	243	2515	2326	6193	10,502	6277	
Missouri	150	365	493	442	611	1396	
Nebraska	74	414	371	431	203	488	
North Dakota	67	36	519	22	69	40	
South Dakota	42	78	108	206	145	243	
Total	764	4316	4677	8201	12,100	8,779	38,837

C5/66 48

APPENDIX D

List of Associate Centers

67

BUREAU OF INDIAN AFFAIRS----ASSOCIATE CENTERS

John Ballard
Special Education
Bureau of Indian Affairs
820 South Main
Aberdeen, South Dakota 57401

BIA ASSOCIATE CENTERS-----NORTH DAKOTA

Mr. Jerome Thompson
Mandaree School
Mandaree, North Dakota 58757

Ms. Margaret Boeuer
White Shield School
Roseglen, North Dakota 58775

Kenneth Bauman, Director
Tutle Mountain Community School
Blecourt, North Dakota 58316

Leroy Chief, Superintendent
Wahpeton Indian School
Wahpeton, North Dakota 58075

Mrs. Mardelle Reiersgaard
Twin Buttes School
Halliday, North Dakota 59636

Mr. John Kamma
Ft. Totten Community School
Ft. Totten, North Dakota 58[illegible]

Ms. Vicki Enderman
Standing Rock Community School
Ft. Yates, North Dakota 58538

BIA ASSOCIATE CENTERS---- SOUTH DAKOTA

Mr. Henry Applegarth
Sanderson Day School
Sanderson, South Dakota 57756

Mrs. Ana Fire Thunder
Oglala Elementary Community Sch.
Pine Ridge, South Dakota 57770

Ms. Bernadine Bracken
Ogala Secondary School
Pine Ridge, South Dakota 57770

Mr. Elijah Whirlwind Horse
Wanblee Day School
Wanblee, South Dakota 57577

Mrs. Twila Vaughn
Little Wound Day School
Kyle, South Dakota 57752

Ms. Patricia Robinson
Loneman Day School
Oglala, South Dakota 57764

Ms. Barbara Carson
Oglala Middle School
Pine Ridge, South Dakota 57770

Mr. Astraid Johnson
Porcupine Day School
Porcupine, South Dakota 57772

Mr. Ronald Riggs
Allen Day School
Allen, South Dakota 57714

Ms. Adele Little Dog
Little Egle Day School
Little Eagle, South Dakota 57639

Mr. Guy L. Osborne
Lower Brule Day School
Lower Brule, South Dakota 57548

Mr. Marvin Waldner
Ft. Thompson Community School
Ft. Thompson, South Dakota 57339

Ms. Mary Whitsitt
Pierre Indian School
Star Route #3
Pierre, South Dakota 57501

Mr. Joh Brown
Flandreau Indian School
Flandreau, South Dakota 57028

Irvin Garrison, Education Program
Administration
Cheyenne-Eagle Butte School
Eagle Butte, South Dakota 57625

Special Education Director
Pine Ridge Agnecy
Pine Ridge, South Dakota 57770

IOWA ASSOCIATE CENTERS

Mrs. Eileen Devine, Director
Area 1 Media Center
326 Washington Street
Decorah, Iowa 52101

Mr. M. C. Martin, Director
Area II Educational Media Center
2111 South Federal
Mason City, Iowa 50401

Denna Hill, Media Specialist
Area III Materials Center
110 1/2 Broaday-Palo Alto County
Annex -- Emmetsbury, Iowa 50536

Mrs. Nadine Mulhern, Librarian
Educational Resource Center
Old Post Office Bldg. 922 4th Ave.
Sheldon, Iowa 51502

Mr. Robert Dunlap, Director
Instructional Materials Center
First Avenue, North
Fort Dodge, Iowa 50501

Mrs. Mary Travillian, Director
Area VI Resource Center
9 Westwood Drive
Marshalltown, Iowa 50158

Mrs. Beverly Trost, Director
Area VII Media Center
314 E 14th Street
Cedar Falls, Iowa 50613

Mrs. Jacqueling Hand, Director
Area VIII IMC Conlin Bldg.
1473 Central Dubuque, Iowa 52001

Ms. Lois Harker, Librarian
Area IX Instructional Materials Center
2604 W. Locust Street
Davenport, Iowa 52804

John Haack, Director
Area IX IMC 2604 W. Locust St.
Davenport, Iowa 52804

Pat Kelly
Area X IMC 4401 6th St. S.W.
Cedar Rapids, Iowa 52406

Dr. Marvin Davis
Area XI TitleII ESEA Library
Services 112-116 11 th St.
Des Moines, Iowa 50309

Mr. David L. Little, Director
Area XII Educatoil Resource
Center Box 42
Sergeant Bluff, Iowa 51054

Mrs. Lois Schmidt, Librarian
Area XII Educational Resource
Box 42
Sergeant Bluffs, Iowa 51054

Mr. Gene Sanders
Area XIII Educational Service Center
Rt. 1 Council Bluffs, Iowa 51501

Bill Horner
Area XIV Southwest Iowa
Learning Resources Center
2010 Broadway
Red Oak, Iowa 51566

W. Leon Maxson, Director
Area XV Media Center
Bldg. 18- Ottumwa Industrial Airport
Ottumwa, Iowa 52501

George I. Burrow, Director
Area XVI Media Center
1200 East Washington St.
Mt. Pleasant, Iowa 52641

KANSAS ASSOCIATE CENTERS

Margaret Brohl, Director
George E. Nettles School
South Elm
Pittsburg, Kansas 66762

Robert Scott, Director
Flint Hills IMC
North Women's Dorm Room 36B
Kansas State Teacher's College
Emporia, Kansas 66801

Marcine Campbell, Director
Diagnostic Educational Media Center
4558 North Hydraulic
Wichita, Kansas 67219

Jean Pike, Director
South Central Kansas IMC
301 South Jackson
Pratt, Kansas 67124

Mrs. Jo Wilson
Central Ks. Coop. Diagnostic Center
Building 270
Airport Center-
Salina, Kansas

Darlene Bruner, Director
Butler Co., School Board Council
IMC 616 West Central Box 590
El Dorado, Kansas 67042

Joyce Beery, Director
Northwest Kansas Mobile SEIMC
135 West 6th
Colby, Kansas 67701

Keith Riemer, Coordinator
1000 2nd Ave. P.O. Box 460
Dodge City, Kansas 67801

Beulah Frank
Brookwood Elementary
103rd and Wenonga
Shawnee Mission, Kansas

Elizabeth Kline, IMC Director
Box 370
Junction City, Kansas 66441

Shirley Linn, IMC Director
Department of Special Services
1725 Arnold
Topeka, Kansas

Mr. Dolph Welch
CSSC
Pittsbury Street
Olathe, Kansas

MISSOURI ASSOCIATE CENTERS

Judy McElmurry, IMC Director
Department of Special Education
University of Missouri at Columbia
515 South 6th Street
Columbia, Missouri 65201

Mrs. Dorothy Priester, PMC Director
Springfield Regional Diagnostic Ctr.
1515 E. Pythian
Springfield, Missouri 65802

Lynn Hitchings, PMC Director
Diagnostic Center
805 Clinic Road
Hannibal, Missouri 63401

Mrs. Jeanne Prentice, PMC Director
Diagnostic Center
105 Fairgrounds Road
Rolla, Missouri 65401

James Adair
TENCO Regional Materials Center
East Commercial
Lebanon, Missouri 65536

Warren Boecken, Coordinator
St. Charles County Coop.
Special Education Project
O'Fallon, Missouri

NEBRASKA ASSOCIATE CENTERS

Robert Pfeiffer, Media Consultant
Educational Service Unit 4
P.O. Box 49
Auburn, Nebraska 68305

Kenneth Gardner
Educational Service Unit 4
P.O. Box 49
Auburn, Nebraska 68305

R. N. Nelson
Seraice Unit 8, 1
306 East 3rd
Neligh, Nebraska 68756

Dan Mook, IMC Director
Educational Service Unit 5
618 1/2 Court Street
Beatrice, Nebraska 68310

Mrs. Rita King, Director
Educational Service Units 12,13,14
Chadron State College
Chadron, Nebraska 69337

Gary Tunnison, Director
Servide Unit 6
Box 10
Milford, Nebraska 68405

Dr. Allan W. Hansen, Adm
E.S.U. #11
Box 485
Holdrege, Nebraska 68949

NORTH DAKOTA ASSOCIATE CENTERS

Gordon Paulsen, Director
Dickinson Instructional Media Center
444 W. 4th St. Box 1057
Dickinson, North Dakota 58601

75

SOUTH DAKOTA ASSOCIATE CENTERS

Mr. John Osborne, Director
Pine Ridge Agency
Pine Ridge, South Dakota 57770

Jim Minor
Northeast Learning Center
Lincoln Hall - Box 853
Aberdeen, South Dakota 57401

Gary West
Southeast Learning Center
University of South Dakota
Vermillion, South Dakota 57401

Larry Magliocca, Supervisor
Western Learning Center
Black Hills State College
Spearfish, South Dakota 57783